North Scott
Community School District

280.12 and 280.18
Annual Report
for the 1997-98
School Year

Dr. Pascal V. DeLuca, Superintendent

September 15, 1998

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Curriculum Facilitator

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Section 4. Student Achievement Results

Student Achievement Results in Locally Determined Content Areas Other Than Reading and Mathematics

The district has established a schedule for assessing student achievement results in a number of content areas. For 1997-98 the area to be assessed in addition to reading and mathematics was technology. Students in grades 4, 8 and 11 were assessed in two forms.

Technology Knowledge Assessment

All students participated in the knowledge assessment. The same assessment of forty items was given to the three grade levels. This tested the students basic understanding of technology, its use, and applications. The scores that follow were divided into three performance levels. Level I shows the percentage of students who answered 75% or more of the questions correctly. Level II identifies the percentage of students who answered 50% - 74% of the questions correctly. Level III shows the percentage of students who answered fewer than 50% of the questions correctly. Because the same assessment questions were given to fourth grade students as were given to eleventh grade students the results for the fourth graders were expected to be lower than those for the two higher grades. Although the fourth graders were the lowest scores in Level I (75% or higher) with only 3% scoring in that range they were quite successful in Level II with 63% of the students scoring between 50%-74%.

The data for the technology knowledge assessment was also disaggregated in terms of gender. At all three levels the achievement levels between males and females was comparable. At the elementary level especially, the percentages for each group at each level were very close. The largest percentage difference was evidenced at the 11th grade level III. 31% of the males performed at below 50% while only 8% of the females performed at the same level. Similarly at the 11th grade level I 36% of the males scored 75% or higher while 51% of the females scored at the same high level.

Technology Performance Assessment

A sampling of students in grades 4, 8, and 11 participated in the technology performance assessment. 116 students at grade 4 were asked to perform twelve technology related tasks for the media specialist or classroom teacher. These tasks involved the identification of parts of a computer, using a computer and calculators. Twenty eighth grade students were asked to perform the same tasks

as the fourth graders were and fourteen additional tasks for a total of 26 tasks. The additional tasks included use of a CD, a word processing program and searching on the Internet. Nineteen eleventh grade students were asked to do those 26 tasks and seven additional ones for a total of thirty-three. The eleventh grade tasks included creating a database, a spreadsheet, and some formatting techniques.

Three performance levels were once again established for the performance assessments. Level I was set at students being able to perform 90% of the tasks at their level successfully. Level II was 75%, and level III was below 75%. Overall students were very successful with the performance assessment. Of the students assessed over half were able to perform at Level I.

Iowa Tests of Basic Skills
and
Iowa Tests of Educational Development

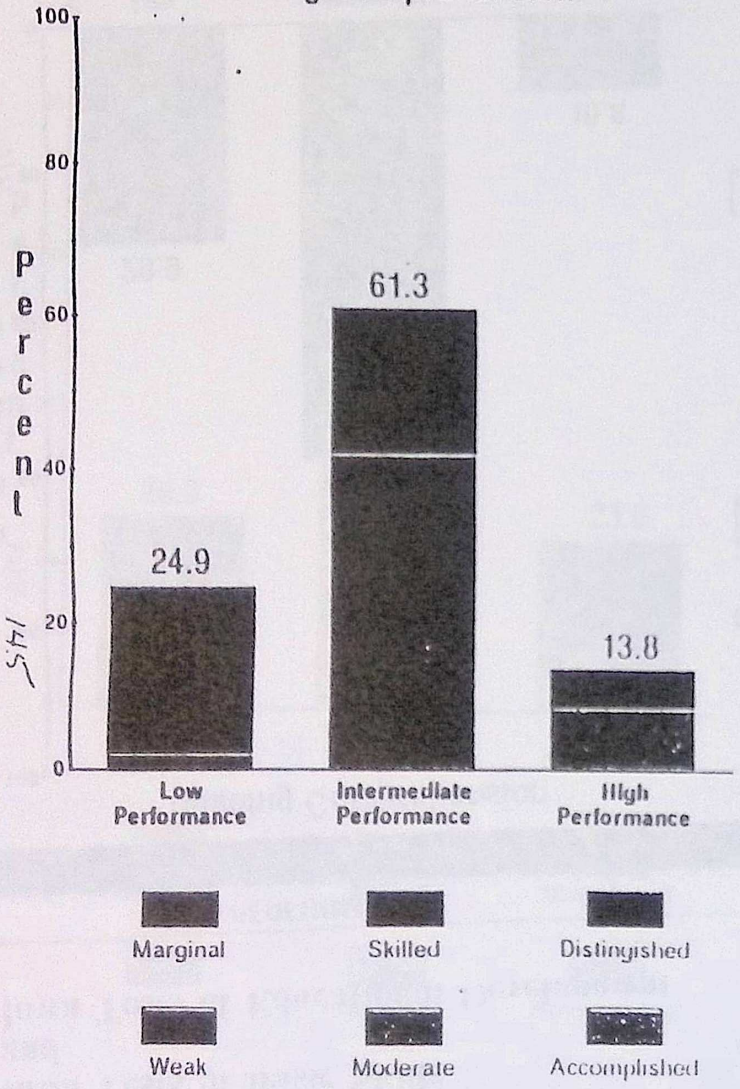
System Achievement Levels

NORTH SCOTT SCHOOLS
Grade 4 1997-98

System	NORTH SCOTT SCHOOLS
Test Date	11/97
Form	K
Iowa Code	091 4704
Order No	000-A7012744 00

LOW PERFORMANCE	INTERMEDIATE PERFORMANCE	HIGH PERFORMANCE

Reading Comprehension



(N = 6217)

Reading Achievement Level Descriptions

Percent of Students

These descriptions indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS Reading Comprehension test:

13.8 — HIGH PERFORMANCE LEVELS

5.5% Distinguished Understands factual information; draws conclusions and makes inferences about the motives and feelings of characters; and can identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

8.3% Accomplished Understands most factual information; draws conclusions and makes inferences about the motives and feelings of characters; and usually can identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

61.3 — INTERMEDIATE PERFORMANCE LEVELS

19.4% Skilled Understands most factual information; often can draw conclusions and make inferences about the motives and feelings of characters; and usually can identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

41.9% Moderate Understands some factual information; sometimes draws conclusions and makes inferences about the motives and feelings of characters; and is beginning to be able to identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

24.9 — LOW PERFORMANCE LEVELS

23.0% Marginal Can understand little factual information; occasionally draws conclusions, make simple inferences about characters, or identifies the main idea; and is not likely to be able to evaluate the style and structure of the text or interpret nonliteral language.

1.8% Weak Understands the meaning of only single words or short phrases; rarely draws conclusions or makes inferences about characters; and cannot identify the main idea, evaluate the style or structure of the text, or interpret nonliteral language

Iowa Tests of Basic Skills
and
Iowa Tests of Educational Development

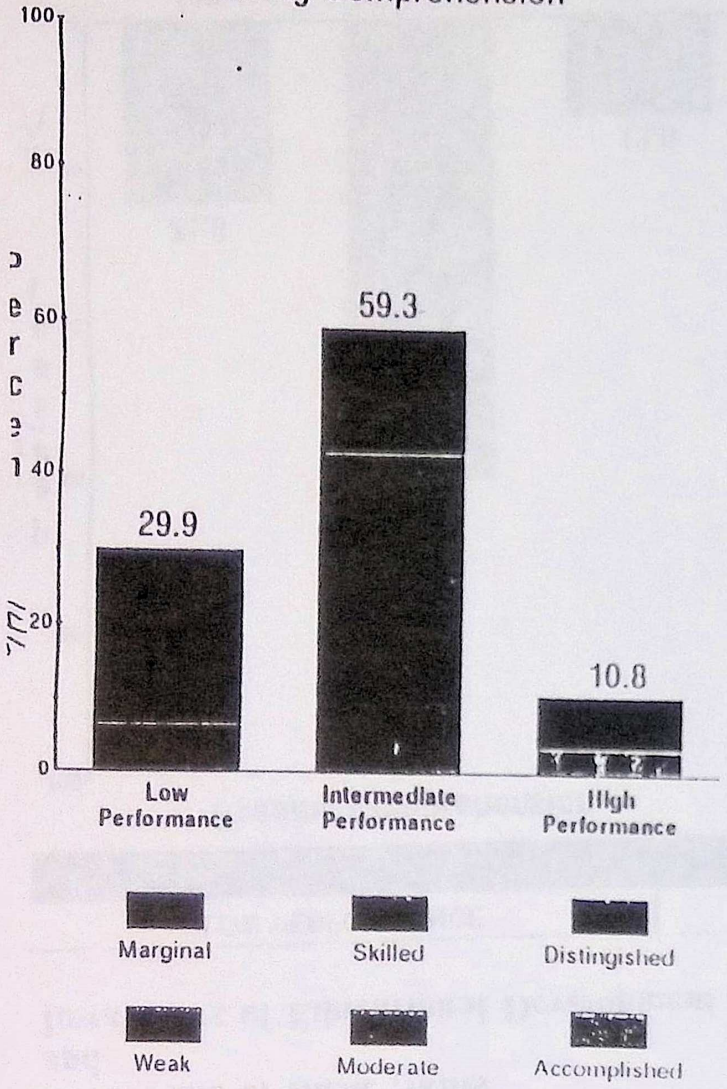
System Achievement Levels

NORTH SCOTT SCHOOLS
Grade 8 1997-98

System NORTH SCOTT SCHOOLS
Test Date 11/97
Form K
Iowa Code 091 4784
Order No 000 A7012744 00

LOW PERFORMANCE | INTERMEDIATE PERFORMANCE | HIGH PERFORMANCE

Reading Comprehension



(N = 6264)

Reading Achievement Level Descriptions

Percent of Students

These descriptions indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS Reading Comprehension test:

10.8

HIGH PERFORMANCE LEVELS

7.4% Distinguished Understands factual information, draws conclusions and makes inferences about the motives and feelings of characters, applies what has been read to new situations identifies the main idea, evaluates the style and structure of the text, and interprets nonliteral language.

3.4% Accomplished Understands most factual information; often draws conclusions and makes inferences about the motives and feelings of characters; and usually can apply what has been read to new situations, identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

59.3

INTERMEDIATE PERFORMANCE LEVELS

16.7% Skilled Understands most factual information; often draws conclusions and makes inferences about the motives and feelings of characters; and usually can apply what has been read to new situations, identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

42.6% Moderate Understands some factual information; sometimes draws conclusions and makes inferences about the motives and feelings of characters; and is beginning to be able to apply what has been read to new situations, identify the main idea, evaluate the style and structure of the text, and interpret nonliteral language.

29.9

LOW PERFORMANCE LEVELS

23.5% Marginal Can understand little factual information; occasionally draws conclusions or makes simple inferences about characters and identifies the main idea; and is not likely to be able to evaluate the style and structure of the text or interpret nonliteral language.

6.4% Weak Understands the meaning of only single words or short phrases; rarely draws conclusions or makes inferences about characters and cannot make appropriate [illegible] identify

Iowa Tes. of Basic Skills
and
Iowa Tests of Educational Development

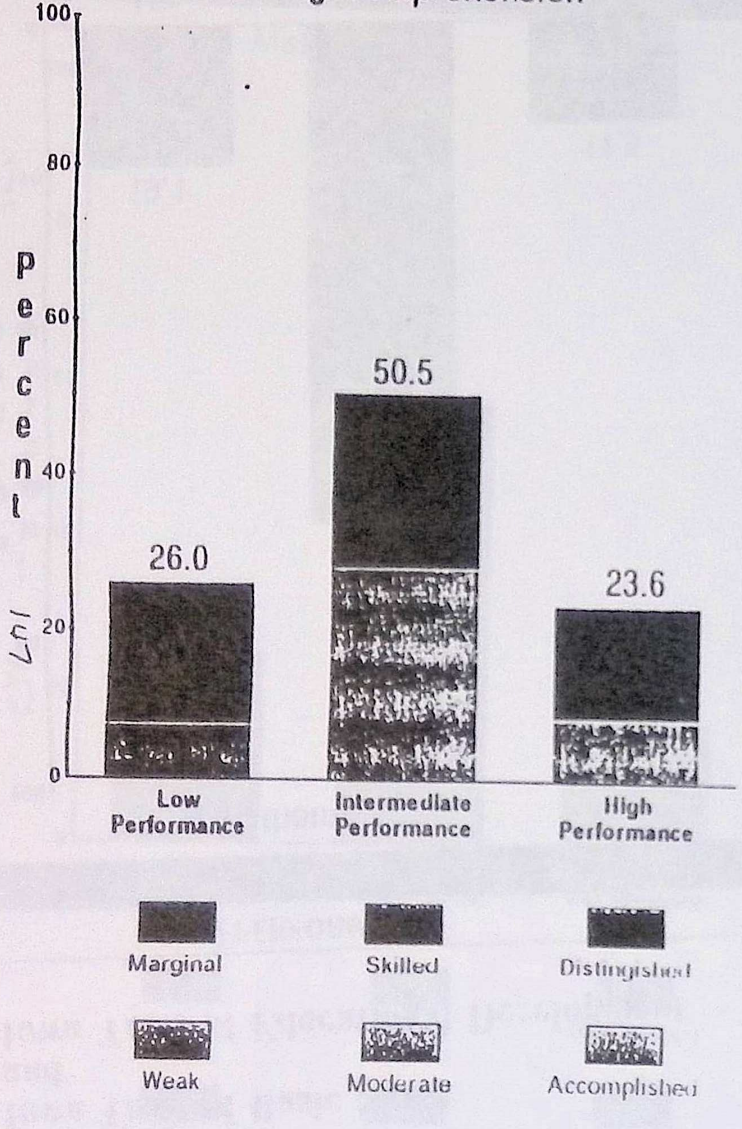
System Ach..evement Levels

NORTH SCOTT HS
Grade 11 1997-98

System: NORTH SC.. HS
Test Date: 10/97
Form: K
Iowa Code: 091-4784
Order No 000 A7009685 00 = =

LOW PERFORMANCE	INTERMEDIATE PERFORMANCE	HIGH PERFORMANCE
	Moderate	Accomplished

Reading Comprehension



(N = 0208)

Reading Achievement Level Descriptions

Percent of Students

These descriptions indicate how the typical grade 11 student at each achievemen level performs with respect to the ITED test tasks that determine the Content-Area Reading score:

23.6 — HIGH PERFORMANCE LEVELS

15.4% Distinguished Understands factual information and makes inferences about character motives and feelings, identifies the main idea, identifies author viewpoint and style, interprets nonliteral language, and judges the validity of conclusions.

8.2% Accomplished Understands factual information and makes inferences about character motives and feelings, identifies the main idea, identifies author viewpoint and style, interprets nonliteral language, and judges the validity of conclusions.

50.5 — INTERMEDIATE PERFORMANCE LEVELS

22.6% Skilled Understands factual information, usually can make inferences about characters and identify the main idea, often identifies author viewpoint and style, and usually can interpret nonliteral language and judge the validity of conclusions.

27.9% Moderate Understands most factual information, usually can make some inferences about characters and can identify the main idea and author viewpoint and style, and occasionally can interpret nonliteral language and judge the validity of conclusions.

26.0 — LOW PERFORMANCE LEVELS

18.8% Marginal Understands some factual details; sometimes makes simple inferences; usually cannot identify the main idea; and is not likely to be able to identify author viewpoint, interpret nonliteral language, or judge the validity of conclusions.

7.2% Weak Understands the meaning of only single words or short phrases; rarely makes inferences; and cannot identify the main idea, identify author viewpoint and style, or judge the validity of conclusions.

(See the reverse side for additional de...)

Iowa Tests of Basic Skills
and
Iowa Tests of Educational Development

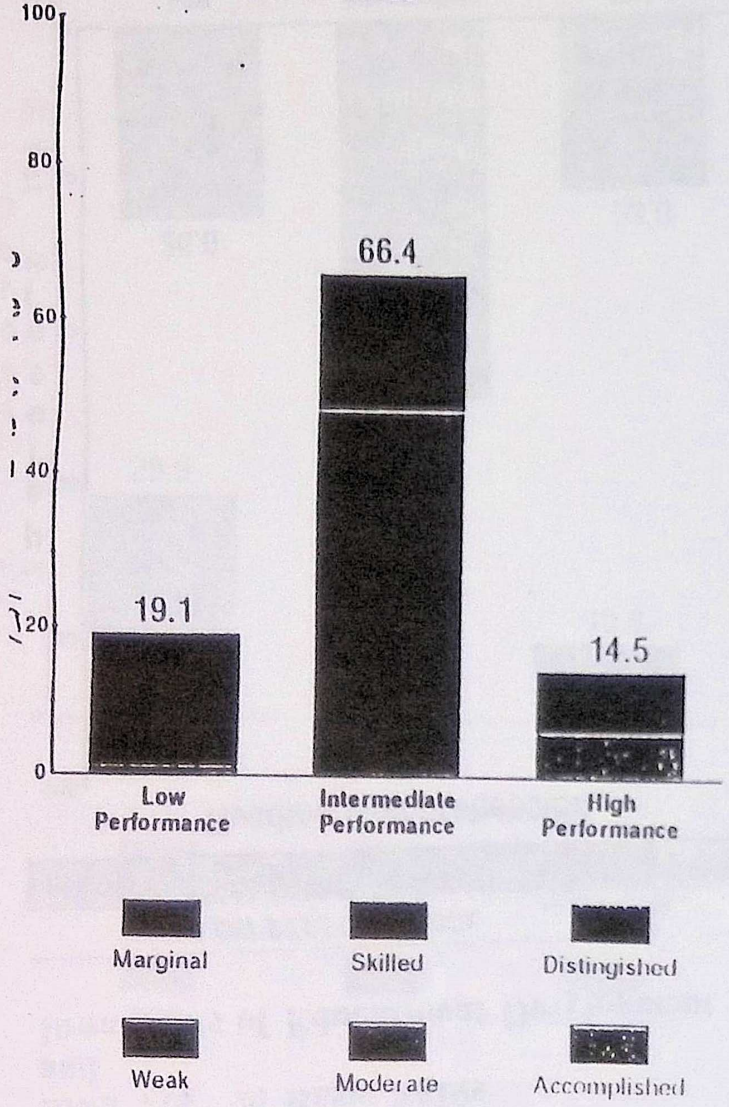
System Achievement Levels

NORTH SCOTT SCHOOLS
Grade 4 1997-98

System: NORTH SCOTT SCHOOLS
Test Date: 11/97
Form: K
Iowa Code: 091-4784
Order No: 000-A7012744 00

LOW PERFORMANCE	INTERMEDIATE PERFORMANCE	HIGH PERFORMANCE

Mathematics



Math Achievement Level Descriptions

Percent of Students

These descriptions indicate how the typical grade 4 student at each achievement level performs with respect to the ITBS test tasks that determine the Math Total score.

14.5

HIGH PERFORMANCE LEVELS

8.6% Distinguished Understands math concepts, solves complex word problems, uses a variety of estimation methods, and interprets data from graphs and tables.

5.9% Accomplished Understands math concepts, solves complex word problems, is developing the use of a variety of estimation methods, and is usually able to interpret data from graph and tables.

66.4

INTERMEDIATE PERFORMANCE LEVELS

18.2% Skilled Understands most math concepts, solves word problems, and is developing the use of estimation methods and the ability to interpret data from graphs and tables.

48.2% Moderate Is developing an understanding of most math concepts, is developing the ability to solve word problems and use estimation methods, and is beginning to develop the ability to interpret data from graphs and tables.

19.1

LOW PERFORMANCE LEVELS

18.2% Marginal Is beginning to understand most math concepts, solve simple word problems, and use methods of estimation, but seldom can interpret data from graphs and tables.

0.9% Weak Understands few math concepts and is unable to solve most simple word problems, use math estimation methods, or interpret data from graphs and tables.

(N = 0220)

Iowa Tests of Basic Skills
and
Iowa Tests of Educational Development

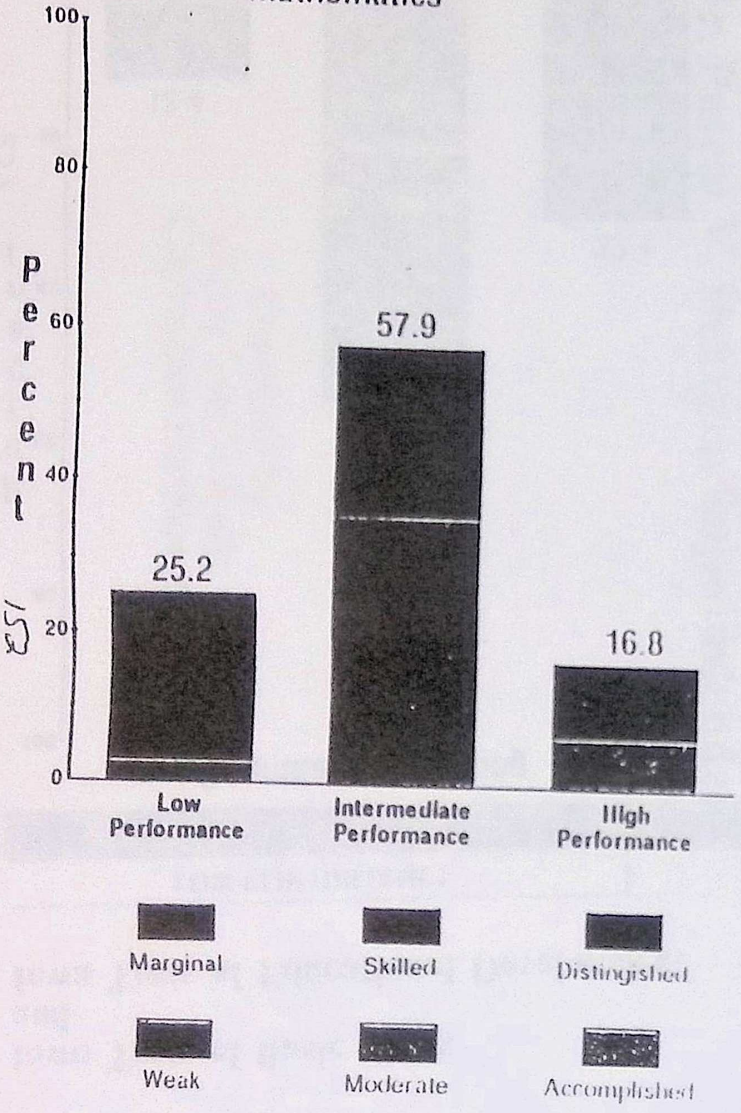
System Achievement Levels

NORTH SCOTT SCHOOLS
Grade 8 1997-98

System	NORTH SCOTT SCHOOLS
Test Date	11/07
Form	K
Iowa Code	091-4784
Order No	000-A7012744 00

LOW PERFORMANCE	INTERMEDIATE PERFORMANCE	HIGH PERFORMANC

Mathematics



Math Achievement Level Descriptions

Percent of Students

These descriptions indicate how the typical grade 8 student at each achievement level performs with respect to the ITBS test tasks that determine the Math Total score:

16.8

HIGH PERFORMANCE LEVELS

10.4% Distinguished Understands math concepts, solves complex word problems, uses a varie of math estimation methods, and interprets data from graphs and tables.

6.4% Accomplished Understands most math concepts and is developing the abilities to solve complex word problems, use a variety of math estimation methods, and interpret data frc graphs and tables.

57.9

INTERMEDIATE PERFORMANCE LEVELS

22.8% Skilled Is developing an understanding of most math concepts and is developing the abilities to solve non routine word problems, use a variety of estimation methods, and interpret data from graphs and tables.

35.1% Moderate Is beginning to develop an understanding of many math concepts, solve routin word problems, use a variety of estimation methods, and interpret data from graphs and tables.

25.2

LOW PERFORMANCE LEVELS

22.8% Marginal Is beginning to develop an understanding of some math concepts, solve simple word problems, and use some estimation methods, but is unable to interpret data from graphs and tables.

2.5% Weak Understands few basic math concepts and is unable to solve word problems, use estimation methods, or interpret data from graphs and tables

Iowa Tests of Basic Skills
and
Iowa Tests of Educational Development

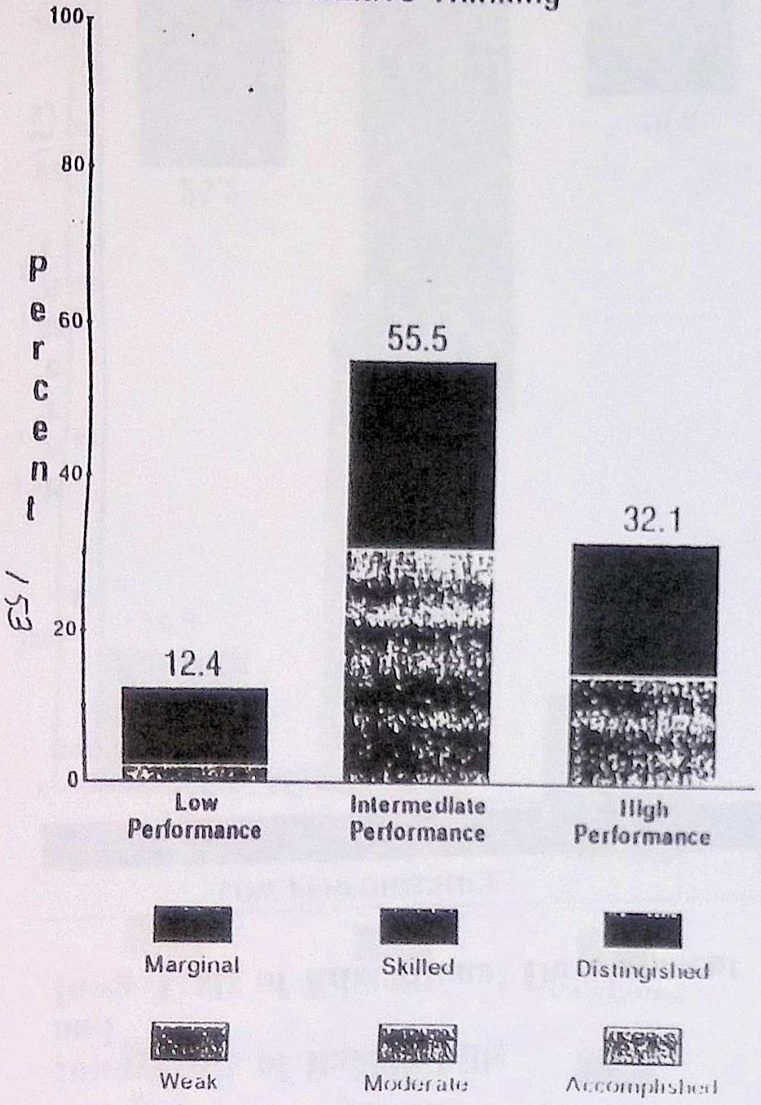
System Achievement Levels

NORTH SCOTT HS
Grade 11 1997-98

System	NORTH SCOTT HS
Test Date	10/97
Form	K
Iowa Code	091-4784
Order No	000 A7009685-00

LOW PERFORMANCE | INTERMEDIATE PERFORMANCE | HIGH PERFORMANC

Quantitative Thinking



(N = 0209)

Math Achievement Level Descriptions

Percent of Students

These descriptions indicate how the typical grade 11 student at each level perfor with respect to concepts and problems in the ITED Quantitative Thinking test:

32.1 HIGH PERFORMANCE LEVELS

17.7% Distinguished Understands how to apply math concepts and procedures, makes inferen about quantitative information, and solves a variety of quantitative reasoning problems.

14.4% Accomplished Is developing the abilities to apply math concepts and procedures, makes inferences about quantitative information, and is developing the ability to solve a variety of quantitative reasoning problems.

55.5 INTERMEDIATE PERFORMANCE LEVELS

24.9% Skilled Is developing the abilities to apply a variety of math concepts and procedures, make inferences about quantitative information, and solve a variety of quantitative reasoning problems.

30.6% Capable Is beginning to develop skill in applying some math concepts and procedures, ir making inferences about quantitative information, and in solving many kinds of quantitati reasoning problems.

12.4 LOW PERFORMANCE LEVELS

10.5% Marginal Demonstrates little understanding about applying math concepts and procedure generally cannot make inferences with quantitative information, and cannot solve many k of quantitative reasoning problems.

1.9% Weak Understands little about how to apply math concepts and procedures, cannot make inferences with quantitative information, and cannot solve quantitative reasoning problen

(See the reverse side for additional descriptions.)